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| Course Overview 2020-2021  5hrs/week for 35 weeks  **Course Title: LIFEWORKS**  **The course is designed to teach learners very basic, highly practical life skills encouraged to develop confidence at navigating their local community.**  **These skills are tested through accompanied trips in Term One.**  **The aim of Term One is to develop a knowledge base through repetition to support the students in their daily lives -learning more about what their skills are and then to practically develop them in areas such as using money to shop, reading a timetable, taking a bus journey and general social skills through team and collaborative work.**  **Skills are chosen having identified through individual assessment a real need and are highly practical, used daily for shopping, coming to and from the centre and to complete simple journeys.**  **More complex Health and Safety issues pose challenges and are addressed in Term Two.**  **The course culminates in Moving On in Term Three when we will investigate the life skills needed and the issues that you can face when moving on into employment and life towards finding a job.**  **Here the focus will be:**  **• to offer a personalised programme of activities centred around the learners’ specific interests in an area of employment/ lifelong learning they have registered a real interest in.**  **• to build a skill set for the student that they can use to find employment in their dream job in the future** | | | |
| **Week** | **Topic** | **Activity** | **Learning outcomes** |
| 1 | **Induction** | * Introduction to the course * Ground rules * Brief overview of what will occur and what we will cover in the course * Setting individual targets/goals) * Questions and Answers * **Resources are allocated and maps shared** | Leaners to be able to complete and sign the induction and enrolment forms  Learners to demonstrate basic skills in the following area: literacy skills, maths skills, understanding  Learners to understand what their set individual targets are and how they will be assessed in their understanding of these  Learners able to demonstrate a clear understanding of the courses content.  Learners understand expectations re attendance, behaviour, H&S, and all other relevant policies |
| 2 | **All about money** | * Recap on previous lesson * What do we use money for? * Recognising money - comparing notes and coins and recognising differences * Understanding the value of money- which is more / less * Buying simple items with given money - class role play * Questions and Answers | Learners to be able to understand and complete simple, highly practical problems using money and money values |
| 3 | **Shopping** | * Recap on previous lesson * Going out shopping * Choosing basic goods * Paying for goods * Checking the change is correct * Buying Tea/Coffee at Karpas (Tea break) * Questions and Answers | Learners to be able to complete SUPPORTED a highly practical shopping task in the local community using money  Learners to be able to evidence their understanding of basic transactions within the community |
| 4 | **Budgeting** | * Recap on previous lesson * Planning a weekly food budget * Making choices on what to spend / save * Using on-line shopping * Special offers – are they worth it? * Questions and Answers | Learners to be able to plan a budget and evidence they understand how to shop wisely/safely and on-line |
| 5 | **Timetable / Signs / How to safely cross the road** | * Recap on previous lesson * Reading a timetable at the bus stop * Recognising various bus stops * Recognising and understanding road signs * How to safely cross the road * Reading a timetable at the train station * Planning a bus journey individually form centre to home | Learners to be able to start to have and evidence they have the tools required for independent travel |
| 6 | **Timetable / Signs**  **Accessing social opportunities and the local community** | * Recap previous lesson work * Searching a website to find the timetable for buses / trains * Searching a website to find ticket prices * Searching the web to find the meanings of signs * Why is it important to socialise? * What are the risks involved? * What are the benefits? * Where could /shall we go next week - library , café, leisure centre, tube journey ? * How to stay safe? * Questions and Answers | Learners to be able to plan for and risk assess for a trip in the community  Learners to be able to understand the importance of socialisation and the local community offer |
| 7 | **Going out locally** | * Recap on previous lesson * The group will go out locally using the skills they have picked up from weeks 5 and 6 | Learners to be able to enjoy a supported community outing of their own choice |
| 8 | **Plan and take a journey on the bus** | * Recap on previous lesson * Use timetable information to plan a local joint trip on the **bus** * Carry out risk assessment * Complete the trip * Review the trip | Learners to be able to plan for and risk assess for a bus trip in the community and understand its relevance  to their own independent travel – e.g. from home to centre |
| 9 | **Personal safety**  **Staying Safe at Home** | •Discussion around what to carry when going out. Perhaps examples of sensible things to take with you and things that should be left at home.  •Tutor to collect several items and group to decide whether they are sensible to take out.  • Personal safety quiz. (Tutor to prepare)   * Role plays about what to do if a stranger comes to your door, or calls your phone   • Group to design poster about keeping safe | Learners to be able to understand the concept of “safety” and to be aware of potentially risky situations. |
| 10 | **ALL ABOUT UBER** | How to use mobile minicab apps.  The group will look at a variety of mobile apps – UBER, BOLT, AddLee. They will learn how to use the systems on-line and how to stay safe, pay, cancel etc | Learners to be able to use mini cab mobile apps |
| 11 | **Road Safety(1)** | * Group to watch DVD on travelling safely. * Discussion around key points of the film * Students to plan for going on a field trip looking at crossing the road and using appropriate crossings. * Students to prepare a risk assessment | Learners know how to plan for a safe trip by creating an informed risk assessment |
| 12 | **Road Safety (2)** | * Students to go on field trip looking at crossing the road and using appropriate crossings. * Bringing together all skills learnt to dater – knowledge of signs, symbols, maps, and how to stay safe having been incorporated into a risk assessment produced by learners | Learners know how to plan for and then complete a safe trip |
| TERM TWO weeks 13-24 | **LIFEWORKS NEXT STEPS** | * Course overview * The next twelve weeks will build upon the independent skills started in the first term. Learners will learn how to plan and complete shopping trips using pre-agreed budgets * They will develop on-line shopping skills * They use the tube, access central London (accompanied). * They will make a train journey * They will write each other a letter which they will then post from a post office. * They will complete an on-line signs and symbols test and map reading final assessment. |  |
| Term Three  Weeks 25-35 | **LIFEWORKS**  **MOVING ON** | * Course Overview * The final term of the course will focus on : ”moving On” • * Learners will create an honest SWOT analysis which looks at their skill set. * They will start to consider the area of Work/Lifelong learning the student would like to focus on (these will be highly personalised and learner led) * Learners will Look at examples of dream boards and what they can represent. to offer a personalised programme of activities centred around the learners’ specific interests in an area of employment/ lifelong learning they have registered a real interest in. * They will learn more about what their skills are and then to practically develop them in areas that will help them to find employment in their dream job in the future |  |